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ABSTRACT

How might independent schools play an effective role in educational reform through public-private collaborations? This study, a project of the Klingenstein Fellowship, surveys the types of partnerships, explores varying degrees of collaboration, and examines the impact of collaborations on schools and communities. Portraits of five collaborative projects between public and private schools are presented: (1) Springside and Philadelphia All-Girls High School (Pennsylvania); (2) Crossroads and Los Angeles Public Schools (California); (3) Aim High: San Francisco (California) and St. Louis (Missouri); (4) Katherine Delmar Burke School and Martin Luther King, Jr., Middle School (California); and (5) The Hyde School of Greater New Haven (Connecticut). Contains a directory of 30 collaborative programs that work and 3 appendices that provide an overview of school-university collaborations, school-business partnerships, and a copy of the survey. (LMI)

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WORKING TOGETHER AND WORKING:

PUBLIC AND PRIVATE SCHOOL COLLABORATION

A study for the Klingenstein Fellowship

Alec L. Lee, Jr.
The Klingenstein Fellowship
1993-94
Professor Pearl Kane
May 6, 1994

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This Project is Dedicated to:

Susan Shankland Lee

For her inspiration, love and support,
And for our year in New York City,
Thank You.

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and Max

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WORKING TOGETHER AND WORKING ; PUBLIC AND PRIVATE SCHOOL COLLABORATION

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Preface: The Project Proposal:

As a Klingenstein Fellow, I have relied on my experience as the Director of Aim High to provide direction in an examination of the potentially beneficial role of independent schools in educational reform. More specifically, I have outlined a strategy that demonstrates how independent schools might play an effective role in educational reform in their communities through public-private collaborations.

The focus of this project examines the rationale for and implications of public/private collaborations, considers the obstacles as well as opportunities and presents portraits of notable models. The conclusion of the project, "Lessons Learned: Strategies and Issues" may serve as a guide for schools interested in initiating partnerships.

The portraits provide a survey of types of partnerships (as well as exploring varying degrees of collaboration) and scrutinize the impact of collaborations and reform initiatives on the private and public schools involved as well as on the greater community.

One of the portraits is a brief illustration of Aim High. Aim High's evolution and my role in the program have been joint processes of, "learning by doing." My year at Teachers College has been a valuable chance to reflect upon this intensive, "hands-on" experience. The Klingenstein Fellowship Program has provided me with the opportunity to refine and enhance these characteristics as well as examine questions of curriculum development, evaluation and replication. The timing was just right for me to gain the theoretical underpinning for what I have been doing the past nine years.

Aim High is a model through which two San Francisco independent schools effectively serve the less advantaged students of the community. The collaboration with the San Francisco Unified School District has been delicate, yet productive. What other types of collaborative ventures exist and are being undertaken across the country? This project was a search for the "hidden gems" on the canvas of American education and many creative ventures were found. What, if anything, can be done to link the people working in these programs and to expand, support and institutionalize collaborative projects? The conclusion of the project includes a directory of noteworthy programs. I hope to submit a proposal to the Klingenstein Fund to support a series of conferences on public/private partnerships. This project is intended as a resource for teachers, school principals and interested non-profit, corporate and governmental leaders.

In addition to producing a project, The Klingenstein Fellows Program has been a rare opportunity to evaluate my own development as a teacher and educational leader, to recognize and advance my own leadership abilities. I have used the fellowship year to develop my understanding of school leadership, of building a community of learners.

The Klingenstein Fellowship has provided me with the time, distance and resources (both institutional and interpersonal) to reflect upon effective strategies for Aim High and other public/private collaborations. My sense is that independent schools are increasingly coming to understand that we need strong public schools and collaborations. Ideally, my project will enable independent schools to play a more active part in the school reform conversation through the establishment and support of effective collaborations.

Working Together and Working Public-Private Collaboration

Chapter One: Why Collaborate?

Remember:

President Clinton's decision, in January of 1993, to send his daughter, Chelsea to a private school. The Clintons explained, "This is a parental decision, not a presidential one." Their decision, coupled with the public's response, captures the tension between public and private schools and reflects the distance which too often separates them.

Now, imagine:

• Independent and public school educators taking action to resurrect a dismantled public school arts program: It's happening at Crossroads School and two elementary schools in Los Angeles, CA.

• An all-girls independent school and an all-girls public high school forming a team of teachers to research and develop strategies for teaching adolescent girls: It's happening at Springside School and Philadelphia All-Girls High School.

• An innovative, new curriculum that fosters collaboration between teachers, students and scientists in public and independent schools. It's happening at The Breck School and five public schools in Minneapolis, MN and its called REAL SCIENCE

• Two independent schools and a public school district sharing resources to offer a summer school for at-risk students: It's happening in San Francisco at Lick-Wilmerding High School, The Urban School and two public middle schools and its called Aim High.

• And, imagine: An independent boarding school establishing a public day school based on its unique philosophy of education. It's happening and its called the Hyde School of Greater New Haven.

Public-Private Collaboration: A Look at its History and Evolution:

Partnership....Cooperation.....Collaboration: These words are rich with meaning and connotations. They imply developing a mutual agenda for the purpose of sharing strengths and resources, and effecting change. The idea of partnership between public and private schools is not a new one. Private academies, such as St. Johnsbury in Vermont, have served a public school function in rural areas for decades. Private schools often find neighborhood public schools to be partners in community service and tutoring programs. Dozens of independent schools offer extensive summer enrichment opportunities, often tuition-free, for public school students.

Until recently, a typical public-private partnership possessed a superior/inferior aura, with the independent school in the superior position: Public school students were invited to independent school campuses for a summer program or for Saturday classes designed by private school educators. Many private school supplementary programs were at least partially created to attract promising students of color to their schools. Private schools still often see themselves as both the initiators and experts. One independent school External Affairs Director states, "Our program is a collaboration, but we do all the collaborating."

Programs and initiatives that are unequal in their governance or structure, "reinforce the suggestion that private schools have all the answers. They enhance our students' (private school students) self-image while having a negative effect on how others see us." (Richard Barbieri, "Working

Together," Independent School, February, 1982) Horizons-Upward Bound, based at Cranbrook School in Bloomfield Hills, MI, was one of the first large-scale public-private collaborations in the country. It began in 1965 as a "Cranbrook" program and quickly evolved into a project that fostered cooperation between Cranbrook and Detroit public schools and drew on the strengths of both institutions. The HUB faculty continues to be a rich combination of public and private school teachers as well as gifted Interns receiving student-teaching credit from Wayne State University. The Director Emeritus of HUB, Ben Snyder, comments on the dilemma of public-private partnership. "There is almost an unavoidable tendency for independent schools to look 'noblesse oblige' at missions of this kind. What must develop is an association of equals." And, clearly, this is what is occurring. The variety and pace of public-private collaboration is accelerating rapidly and serves as a hopeful counterpoint to the gap that often separates public and private schools.

The collaborative programs on the educational landscape in 1994 are much more inspiring attempts to mingle resources for the good of the community. *Collaboration* has come to imply something fundamentally deeper and more meaningful than partnership: it signifies a coming together of equals, the development of a shared agenda; collaboration often necessitates a sustained commitment from both parties in the hope of making a difference in the lives of children and, in turn, in the community. Public-private collaborations are those which are designed, implemented and governed by educators from both domains and/or those which bring students together as equals. (Barbieri)

The management of a small group of public elementary schools in Baltimore, MD, by Educational Alternatives, Inc., as well as the Massachusetts Board of Education's decision to create and award fifteen charter schools (three will be Edison Project schools) signify the actual privatization of public schools. In this decade of increased interest in educational innovation and reform and the volatile debate over the privatization of schools, the concept of collaboration may serve a subtle role in bringing together the public and private school sectors.

Often overlooked in heated discussions of privatization of public schools is the potential of public and private schools working together in a variety of endeavors. Given the heightened tension between public and private schools, what is the rationale for collaboration?

Rationale and Motivations:

The issue of rationale and motivation is the most critical component of the concept of collaboration. These underlying principles are important:

* Schools should not simply collaborate for the sake of collaborating; instead, partnership should be a process for effectively accomplishing a specific goal; that outcome may be recruiting and training teachers, reaching "at-risk" students, or curriculum development. With a specific goal in mind, schools from these two traditionally separate worlds may decide that collaboration is the most effective means of accomplishing an objective. In several cases, collaboration is the objective and the actual project is meaningless. A more productive scenario would be a commitment

to a specific goal (i.e., teacher training or community service) followed by the question, "Is collaboration the best form for accomplishing that end." (Lynn Benediktsson; Morristown-Beard School)

• It is essential for all parties to see and understand clear benefits, though the gains may not be immediate or tangible. "We have so much going on at our school, so many 'extras.' For our school to engage in partnership, my Headmaster has to see the benefits for our school." (Maureen Walsh Heffernan, Assistant Headmaster, Brooklyn Polytechnical Prep)

• The motives must be clear and acceptable to all parties. Lack of clarity, or hidden agendas (i.e., an independent school looking to attract minority students or faculty to its campus) are what lead to suspicion and mistrust, primarily on the part of public schools. If one of the goals of a specific project is to attract students to an independent school, that school should be specific about its intentions.

• Although the reality is that collaboration, at least at the moment, is more of a priority for the independent sector, the relationship should be equal. It should not be a situation where one partner is fixing or healing another. "Through conversation, interaction, and common work, members find ways to influence each other, to provide colleagueship and support, and to encourage self-empowerment and progress." (Lynne Miller and Cynthia O' Shea, "Getting Deeper, Getting Broader.").

With these issues in mind, why collaborate?

(1.) The mission of independent schools: A public mission?

For Peter Relic, the President of the National Association of Independent Schools the rationale is twofold: He recognizes that independent schools have the luxury of autonomy. "Autonomy often directly leads to innovation and change. We have an obligation to share our innovations." Secondly, Relic encourages educators to think of all private and public school children as, "our kids." "Public schools are often beleaguered. We owe it to 'our kids' to work together for the good of communities."

Ben Snyder sees collaboration as part of the fundamental mission of independent schools: "Access to quality education may be the only answer to many of the nation's most pervasive problems: crime, heightened racial tensions, pervasive violence, etc. Many believe that independent schools have a 'public mission' to perform, otherwise they have no place in the community." Gardner Dunnan, Headmaster of Dalton (which houses a unique technology partnership with a public elementary school south of San Diego) agrees. "Our schools (independent schools) must stand for something larger than serving the Dalton School students./Our privileged, tax-exempt, non-profit status is only justified if there is a public purpose." Al Adams, Headmaster of Lick-Wilmerding High School in San Francisco, the school where Aim High originated, believes that more independent schools should be committed to the phrase, "A private school with a public purpose."

(2.) Sharing resources:

On a more practical level, Carolyn McNulty, the Site Director of one of the two public school campuses of Aim High, sees the sharing of assets in an era of diminishing resources as the primary motivation for public-private school collaboration. "Independent schools do not serve all of those who most need them. A logical next step forward is to combine resources, faculty and facilities, and take advantage of effective innovations from the private and public school worlds." In the case of Aim High, two independent schools, Lick-Wilmerding High School and The Urban School, and the San Francisco Unified School District combine resources to offer a summer school for at-risk middle-school students. The program began in 1986 at Lick-Wilmerding, expanded to Urban in 1990 and, with the support and encouragement of former Superintendent Ramon Cortines (currently Chancellor of the New York City Schools) added public school campuses in 1991 and 1992. In addition to financial and physical resources, Aim High also combines human resources - public and private school teachers.

Combining resources should not be relegated exclusively to physical assets. Expertise is a resource to be shared. According to Pearl Kane, Director of the Klingenstein Center, the most likely area for public-private collaboration is teacher training and development. "Public schools can learn a great deal from private schools. We (private schools) are almost always overlooked and yet we are essentially a great experiment." "Eventually," says Kane, "Private and public schools will have to look to each other for support in developing quality teachers and, in turn, fostering excellence."

Both the Multicultural Alliance in San Francisco (recruitment of teachers of color) and the Shady Hill Teacher Certification Program (Cambridge, MA) bring together the talents and wisdom of public and private school educators to recruit and develop teachers for both types of institutions. The Shady Hill Certification Program is the only program of its kind in the country: an independent school certifying teachers without a connection to a university. The program was established as a vehicle for enhancing both public and private schools in the Boston area:

Public schools have much to offer independent schools and apprentices, especially in the areas of mainstreaming children with special needs and inclusion in the classroom. Independent schools have much to offer in terms of confidence and experimentation around curriculum design. (Anne Snyder, Director - Teacher Training Course, Shady Hill School).

(3.) Civic responsibility:

For Paul Cummins, the founder and former Headmaster of Crossroads School and the current President of the Crossroads Community Foundation the combination of severe budget cuts in the public system and the devastating aftermath of the Los Angeles riots served as the impetus for creating the Foundation and dedicating its resources to restoring arts curriculum in the public schools. "We've got a city full of apathetic, angry kids disengaged from the educational process. The crucial question is: How do we get them reengaged?"

Cummins, with the generous assistance of the Herb Alpert Foundation, created an extensive arts program in two Los Angeles elementary schools. Crossroads elementary students and public schools students take classes and

participate in field trips together; Crossroads high school students serve as Teaching Assistants in the classes. "We hope our students will graduate with a sense of social responsibility. If our city is to survive, it will need to survive as a multicultural community with people from radically different backgrounds learning to cooperate." (Paul Cummins) Public and private school educators designed the curriculum. Perhaps the most unusual, though not necessarily collaborative feature, is the idea of a private institution using its resources and services to raise funds for a public entity.

In certain cases, the motivations for community development and sharing resources are united. The George School, Newtown, PA, is in the midst of creating a project called "Neighborhood Collaboration." George School moved away from a partnership with a public school due to bureaucratic and logistical limitations. Still in the embryonic stages, "Neighborhood Collaboration" plans to do the following:

"Enlist private and, hopefully, public school students in a variety of of interconnected services within one neighborhood to holistically effect the cycle of poverty. A neighborhood based "center" is our goal. Students and members of the effected communities would work together on: Adult literacy, tutoring, drug and alcohol awareness and shut-in services." (Ellen Carver, Community Awareness Program)

(4.) Marketing, visibility and funding possibilities:

Both independent schools and public schools, in this unfolding era of increased competition, recognize the need for heightened visibility and expanded funding sources. Marketing and visibility are not strictly issues for independent schools. Charter and alternative schools, such as Central Park East Secondary School in New York City, are developing their marketing competencies in attempt to attract a diverse and talented student body.

Meaningful collaborative programs may enhance and expand the quality of the education and foster greater interest in the institutions engaged in the cooperative work. Specialized public schools and private schools are occasionally working in tandem to identify untapped constituencies. "Both of our schools will ultimately benefit from our work together. After all, we're both trying to teach girls well and attract promising young women to our schools." (Fredda Gussman, Philadelphia All-Girls High School).

Neighborhood collaborations, joint community service programs and projects that foster innovative teaching and curriculum possibilities are attracting the attention of funders. Foundations such as DeWitt-Wallace and the Klingenstein Fund are funding independent schools with the expectation and requirement that the funds will be directed towards collaborative endeavors. The Independent School Opportunity Program, a division of the DeWitt Wallace Fund is currently funding 34 schools in New England and Mid-Atlantic states which are involved in collaboration. In certain cases, the collaboration is minimal and not carefully planned - promising collaboration was a way to attract foundation support. In other instances, the work is quite extensive.

Teachers involved in the schools which receive the DeWitt-Wallace grants complain about extensive paper-work and bureaucratic details; the Fund is, however, supporting these schools involved both financially and through conferences and workshops. "We have mixed feelings about the collaboration component of ISOP. What we are trying to do through this option is reach the students who are not normally reached by independent school recruiting efforts. Perhaps we are trying to alleviate independent

school guilt." (Rachel Conescu, The DeWitt-Wallace Fund). Melanie Spewock, the Director of Summer and Extended Programs at St. Paul Academy and Summit School in St. Paul, MN acknowledges that collaboration is an attractive possibility for funders:

"The cynical side of me recognizes that there are sometimes ways for independent schools to attract and keep funders now that we depend less on old family money and more on foundations that want to see their money doing widespread good. If the by-product means that more kids have access to services, then its worth it. I think the best thing about collaborations is that they make it possible for strong resources to work together. Funders like that concept."

(5.) Variety as a motivating force for collaborative efforts:

More and more, schools are using their respective imaginations to uncover a range of issues and needs (i.e., research into teaching strategies) that may be best addressed through collaboration. The scope of projects is what distinguishes this dimension of educational reform today. Ten years ago, collaborations were almost exclusively in the area of program (i.e., Horizons-Upward Bound). The initiatives today include: Experiential education, teacher training and certification, faculty development, curriculum and research.

One of the most notable collaborative efforts funded by DeWitt-Wallace is a major research project on girls' education in Philadelphia. For several years, a small, intimate group of faculty members at the independent Springside School has devoted an enormous amount of their free time to a project titled, "Research on Effective Education for Girls." The project includes videotaping single-sex and coed classrooms (and looking for behavior patterns for teachers and students), writing articles for publication and

conducting workshops. Philadelphia All-Girls High agreed to join the project in the fall of 1993: The joint-team of ten (the original five from Springside and five from All-Girls High) has been working together for a year and the process has been mutually beneficial and productive.

Imaginative and highly beneficial endeavors also include GLSTN (Gay Lesbian Straight Teachers Network) founded in Massachusetts by Kevin Jennings. This organization was founded to address the needs of gay and lesbian teachers and students and to combat homophobia in schools. From the outset, it was clear to Jennings that GLSTN should extend beyond the confines of independent schools. "With the power of both public and independent school teachers and their schools, GLSTN has lobbied for major legislation to recognize the rights of gay and lesbian students." GLSTN serves as another reminder of the enormous potential of collaboration as well as the range of possibilities. A major priority for GLSTN in the immediate future is encouraging more public school participation in the organization.

(6.) Diminishing stereotypes and isolation:

Several noteworthy collaborations unite public and private school student in community development efforts; through these projects, students and teachers gain a more realistic understanding of students from different schools. Not all (in fact very few) private school students resemble the cast of "Dead Poets Society" and, fortunately, few public schools mirror those described in Jonathan Kozol's, Savage Inequalities.

Saturday Service, at Gill St. Bernard's in New Jersey, is a unique collaboration of public and private schools funded by a Serve America grant. "Saturday Service brings together students from three schools (two public and one private) to work on a series of community service projects. The most exciting part of the project is the relationship developing between the three schools. Students need opportunities to work people from a variety of backgrounds and experiences." (Peter Schmidt, Gill St. Bernard's) After all, graduates of public and private schools will be living, working and building communities together after they graduate. "Collaborative programs (such as Saturday Service) involving one's own students with those of other schools can reduce our students' sense of isolation and special entitlement while altering stereotypes on both sides." (Barbieri)

In the Urban Studies program, sponsored by Elizabeth Irwin High School and Stuyvesant High in New York City, students and teachers explore issues of race and discrimination with one another over the course of a two-week collaborative session. "Watching the intense self-segregation at Stuyvesant provided us with the impetus for examining issues of racial separation at Elizabeth Irwin." (Michael Lockett)

John Ferrandino, the Director of High School Operations for New York City Schools acknowledges that negative stereotypes and a gulf of misunderstanding (and, in some cases, mistrust and suspicion) exists between public and private schools. Many of the major New York initiatives have a private school flavor to them: Small schools or "houses," a focus on building community, extensive faculty development and an integration of technology.

Ferrandino reminds independent school educators that: "Much can be learned from public schools. More and more, our best schools are becoming models of multi-service centers where students and families come to school for a variety of services. Private schools may move this direction in the future." Jim Van Amburg, Headmaster of the independent Dwight-Englewood School in New Jersey agrees: "The important reality is that independent schools have much to learn from the public sector."

On the subject of public-private collaboration, Ferrandino states: "These partnerships must be more than window-dressing for private schools. That's what the program under Chancellor Green and Ed Koch (a network of partnerships between neighborhood public and private schools) was. I'm especially intrigued by possibilities in the areas of technology and staff development." It is also widely acknowledged that independent schools have much to share in the area of developing a sense of community.

(7.) Insight into practice and purpose:

Independent schools are by their very nature "independent" and are often guilty of isolation and complacency. Public schools are often beleaguered and overwhelmed with the demands placed upon them. Collaborations, though they may be met with some initial resistance, may lead to schools rethinking their own programs and teachers reflecting on pedagogy and curriculum. Sandi Johnson, of Philadelphia All-Girls High School, believes that professional insight and institutional growth are the primary motivating

forces for collaboration:

This project with Springside is a chance for us to look at ourselves, to look at our teaching techniques. Our school has changed dramatically in the last few years and we're not a successful as we once were. Why? I'm looking for answers and this project is helping me find some.

In the case of Aim High, the host independent schools have been influenced in many ways due to their involvement with the program. Aim High is a teaching and education laboratory: It has provided Lick-Wilmerding and Urban with ideas for multicultural activities and strategies for dealing with students of color; Aim High serves as a testing ground for educational innovations such as integrating computers into other disciplines and developing interdisciplinary themes for different grades (i.e., San Francisco Neighborhoods or Multicultural Autobiography). Aim High faculty members, from both the public and private sectors, use the summer session as an opportunity to test curriculum and methodology. "Collaborative programs help shake both students and teachers out of ruts; they can have the same effect on the school as an institution."

Aim High has also stimulated conversations at Lick-Wilmerding and Urban regarding the role of a private school in a community; both schools, as well as John Burroughs School, which sponsors Aim High - St. Louis, MO, struggle with the question of what institutional commitment to a community means. Programs such as Aim High heighten the sponsoring school's awareness of community needs and raise the question of how far a school's commitment to the community should extend.

(8.) A means of making a difference:

Collaborative programs and projects that make schools better benefit students. Whether the partnership is teacher-training and development, or curriculum, or research, or a challenging summer school, the students, their families and their communities are who ultimately gain. This is especially evident in urban areas. Rosalie Byard, who founded Bridges to Learning in New York, believes that the gradual development of a permanent underclass is a phenomena that must be addressed by all schools. "As citizens, we need to know each other; we cannot insulate ourselves, its too dangerous. We can both learn so much from each other."

For Ramon Cortines, programs like Bridges to Learning and Aim High are examples of , "how children benefit when the lines between private and public school are blurred and partnerships are established." Ideally, the varying motivations explored in this section will encourage schools to attend to needs and explore innovations through collaborative projects. The following chapter will more closely examine a group of collaborative initiatives and the project will conclude with a discussion of strategies.

Chapter Two:

The Landscape: A Closer Look:

Five Noteworthy Collaborations:

Introduction:

The scope and depth of public-private collaboration is what distinguishes this dimension of education reform today. The following six portraits are presented as a means of examining the potential, as well as the obstacles inherent in collaboration. In choosing the following initiatives, two key ideas were considered:

(1.) Variety - different types of collaborative projects.

(2.) Depth - varying levels of collaboration.

Finally, the choices represent hidden gems in the field of education. This section will illuminate five innovative programs, each of which represents a substantial collaborative effort between public and private schools. They are noteworthy examples of schools working together towards a common goal: Improving their communities and the lives of children.

With each portrait, the following set of points will be addressed:

- A description of the program with a defining person(s) and defining moment(s): People and incidents which reflect the collaborative nature of the project.
- The motivation for its creation.
- Governance and institutionalization issues.
- Future issues and challenges

What Works for Girls?

Springside School and Philadelphia All-Girls High School:

"We believe in modeling for students what we want them to be. This project is a glorious example of teachers being life-long learners. (Ellen Stern; Headmistress, Springside School)

Defining Person(s): The team.

Defining Moment: The decision to extend the research project beyond the confines of Springside School.

One of the collaborative efforts funded by The DeWitt-Wallace Fund is a research project on girls' education in Philadelphia, PA. For four years, a small, intimate group of faculty members at the independent Springside School have devoted an enormous amount of their free time to a project titled, "Research on Effective Education for Girls." The project includes videotaping single-sex and coed classrooms (and looking for behavior patterns for teachers and students), writing articles for publication and conducting workshops. The focus of the work is to uncover and highlight classroom strategies which bring out girls' voices. "For example," says Heidi Foster, the project coordinator, "We look for how different teachers, in co-ed and single-sex settings, respond to silence in the classroom."

After three years of working exclusively with the girls at Springside, Foster and the faculty group approached Philadelphia All-Girls High School with the hope that they would consider joining the project. DeWitt-Wallace promised funding for a collaborative project and the timing seemed appropriate to extend the research beyond Springside. According to Helen

Grady, one of the Springside faculty group members, if the project only served Springside, it lacked a deeper level of legitimacy. "We speak for a tiny corner of the world, a minority of the minority. In order for our research to have an impact, it has to hold up and be applicable to public schools and their students."

Sandi Johnson, of Philadelphia All-Girls High School, believes that professional insight and school improvement are the primary motivating forces for collaboration:

> This project with Springside is a chance for us to look at ourselves, to look at our teaching techniques. Our school has changed dramatically in the last few years and we're not as successful as we once were. Why? I'm looking for answers and this project is helping me find some.

In the spring of 1993, Philadelphia All-Girls High agreed to join the project: The joint-team of ten (the original five from Springside and five from All-Girls High) has been working together for the past academic year (1993-94). Johnson, as the All-Girls liaison, was a key person in forging the partnership. "Sandi is a rare, unusual teacher for public or private schools. She is deeply concerned with outreach and public image." (Pam Hill)

The process of building a group whose ability to cooperate matches the level of the original Springside group has not always been easy. Pam Hill, another Springside faculty member, acknowledges some frustration, yet recognizes that group-building is an essential part of doing collaborative research. "We (the Springside faculty) are open about arguing and challenging. They (All-Girls faculty) must wonder what we are all about. There are some

undercurrents there which are hard to define, but we're definitely moving forward."

The team members at All-Girls High echo that sentiment. Fredda Gussman, a graduate and current teacher at All-Girls (and a member of the research team) describes the experience as "wonderful." "They could have been superior if they wanted to be - they weren't. The consciousness of all the group members has been raised by working together. Both of our schools will ultimately benefit. After all, we're both trying to teach girls well and attract promising young women to our schools."

The joint-group has accepted the fact that the process of building a cohesive team will take time. "We are two very different cultures and we're trying our best to ignore that reality." (Sara Allen; Springside Teacher) The collaborative research, in the form of questionnaires for students, and analysis is underway. "The goal is to eventually develop a model of classroom strategies for addressing 'differences.' Every student can benefit from this work." (Sandi Johnson)

Three issues are of concern to Ellen Stern and the group members: Clarifying the future and purpose of the joint-team, pinpointing topics which are of interest to both institutions, and, finally, compensating the continuation of this valuable work. Stern hopes that a major foundation will recognize far-reaching value of the work and commit to long-term funding. As the conclusions are refined and polished, this collaborative team hopes to publish their findings in order for other schools, and ultimately students, to benefit from this unique partnership.

Resurrecting the Arts:

Crossroads School and the Los Angeles Public Schools.

"Our children are so limited. They don't have magazines at home, they don't spend a Saturday afternoon at a museum, they don't go to plays." (Rolla Rubin; 5th Grade Teacher; Broadway Elementary)

Defining Person(s): Paul Cummins and Herb Alpert.

Defining Moment: The Los Angeles Riots.

In an era of severe financial difficulties for both public and private schools, collaboration may serve as a vehicle for sharing resources. In Los Angeles, a foundation established by a relatively young private school is in the process of resurrecting the arts in two public schools. For Paul Cummins, the founder and former Headmaster of Crossroads School and the current President of the Crossroads Community Foundation, the combination of severe budget cuts in the public system and the devastating aftermath of the Los Angeles riots served as the impetus for creating the Foundation and dedicating its resources to restoring arts curriculum in the public schools. Although an exemplary state-wide curriculum framework for the arts is in place, there is no public funding available. "We've got a city full of apathetic, angry kids disengaged from the educational process. The crucial question is: How do we get them reengaged?" Perhaps art and other public-private ventures can be part of the solution.

The Crossroads Foundation, with the generous assistance of the Herb Alpert Foundation, created an extensive arts program in two Los Angeles elementary schools. Crossroads elementary students and public school students take classes and participate in field trips together; Crossroads

high school students serve as Teaching Assistants in the classes. "We hope our students will graduate with a sense of social responsibility. If our city is to survive, it will need to survive as a multicultural community with people from radically different backgrounds learning to cooperate." Public and private school educators designed the curriculum. Perhaps the most unusual feature is the idea of a private institution using its resources and services to raise funds for a public entity.

The outreach program currently consists of art, dance and drama classes at three sites (the two elementary schools and the Santa Monica Boys and Girls Club). There are nine part-time instructors and a full-time teacher at Crossroads, Richard Greere, is on loan to the two elementary schools. The goal is to do much more than simply "expose" children to the arts; instead, these are rigorous, intensive classes designed to enrich the educational experience.

One of the many valuable lessons from the Crossroads efforts is in the area of funding. Foundations that would not support independent schools have embraced this effort. "Typically, we wouldn't give to a private school. But because they're using an innovative approach with a public school, and in a public school, and with a bunch of at-risk kids, that was enough for us to help them out." (Eugene Wilson; President, ARCO Foundation) The mission of the newly created Crossroads Foundation was very appealing to many Crossroads parents. "Private schools are a fairly insular group. Trying to use the resources of that group for the broader community was very appealing to me." (Richard Crowell; Crossroads parent and member of the Crossroads Foundation Board of Directors)

The positive reception, minimal resistance, and the impact of the arts programs on children has encouraged Cummins to explore other possibilities for public-private collaboration. In an effort to engage public school leaders in a dialogue concerning the potential of collaboration, Cummins created New Visions II, a group of public and private school administrators who meet monthly to share problems and ideas. "The hope for New Visions II is that the administrators' cross-fertilization will nurture creative initiatives and solutions." (Kathy Seal, "Spirit Magazine")

Cummins hopes to take advantage of the charter schools movement which is sweeping the country and create a tuition-free elementary school, governed by Crossroads and the Los Angeles school district. "The challenge here in Los Angeles is: Will the wealthy enclaves just sort of wall themselves off and will the city disintegrate into groups that are hostile and unequal? Or can we bring them together and get along with and respect each other?" (Cummins)

Bridging the Gap Between Public and Private Schools.

Aim High;
Lick-Wilmerding High School, The Urban School
and the San Francisco Unified School District.
John Burroughs School and The St. Louis School District.

"Aim High is a wonderful example of how children benefit when the lines between private and public school are blurred and partnerships are established." (Ramon Cortines; Chancellor of New York City Schools)

Defining Person: Ramon Cortines

Defining Moment: Opening the first public school campus in 1991.

Now in its ninth year, Aim High is an academic and cultural enrichment summer school (with an extensive academic year component) for at-risk middle school students. The program provides a challenging and supportive educational experience that increases the students' chances for success in secondary and higher education. Aim High has a close partnership with the San Francisco Unified School District, making it a unique and notable public/private collaboration. It has become an integral part of the San Francisco community.

Founded in 1986 with 48 students at Lick-Wilmerding High School, Aim High currently serves over 280 students from 20 different public schools. The program has expanded to a total of four campuses in San Francisco; two public and two independent school sites: Lick Wilmerding High School, the Urban School, James Lick Middle School, and Potrero Middle School. There are also two Aim High sites in St. Louis, MO, modeled after the San Francisco program.

"It seems to me," says Carolyn McNulty, "that a defining moment for Aim High was when the Superintendent, Ramon Cortines, suggested that Aim High add two public campuses. That was such a sign of faith in the program." Cortines agrees: "I wanted to bring the program to the schools, to the kids." The involvement of Cortines, when he was Superintendent, and currently of Judy Kell, the Superintendent of Middle Schools and a member of the Aim High Advisory Board, sends a message to the community that the school district is invested in Aim High and at least partially responsible for its continued existence in San Francisco.

Aim High, San Francisco, is defined by its partnership with the San Francisco School District. According to Maura Visser, Director of the first Aim High public school site, the rationale for offering the program at a public school site was simple: "The collaboration makes it possible to offer more of a good thing, to reach more kids. Schools and kids are energized." Rick Sandler, Director of Aim High - St. Louis, believes that the students in Aim High are, "... starved for individual attention. Aim High offers small classes, taught by both public and private school teachers, and a sense of community. Kids thrive."

Despite occasional resistance and friction, Aim High has influenced the host independent schools in several positive ways. The program is a teaching and education laboratory: Aim High has provided Lick-Wilmerding and Urban with ideas for multicultural activities and strategies for dealing with students of color; Aim High serves as a testing ground for educational innovations such as integrating computers into other disciplines and

developing interdisciplinary themes for different grade-levels (i.e., San Francisco Neighborhoods or Multicultural Autobiography).

Aim High faculty members, from both the public and private sectors, use the summer session as an opportunity to test curriculum and methodology. Aim High teachers developed a curriculum unit called, Urban Adventure, based on a similar program at Lick-Wilmerding. "Aim High is a rejuvenating, refreshing experience every summer," says Malia Dinell, an Oakland public school teacher and Aim High Site Director. "I see it as a place to test ideas in a supportive environment that stresses hands-on learning and high expectations." College students (Interns) also teach a limited number of classes and work closely with experienced Master Teachers. Several Aim High graduates have returned Teaching Assistants, serving as role models for the current students.

Aim High has also stimulated conversations at Lick-Wilmerding and Urban regarding the role of a private school in a community; both schools, as well as John Burroughs School, which sponsors Aim High - St. Louis, struggle with the question of what institutional commitment to a community means. Programs such as Aim High heighten the sponsoring school's awareness of community needs and raise the question of how far a school's commitment to the community should extend.

Despite its success, there are several daunting questions facing Aim High in the future, issues that plague these types of programs. Is it possible to attract long-term, sustained funding and if not, what is the responsibility of the independent schools and the school district to maintain the program?

How does one evaluate the effectiveness of the program? How should the issue of governance be resolved?

Lick-Wilmerding, Urban, and John Burroughs rightly exhibit Aim High as an example of their commitment to the public good. All three schools feel a strong sense of responsibility towards the program. The Advisory Board is continually investigating the funding question and an independent evaluation has been commissioned. The collaboration between independent schools and with the school district has served to expand and strengthen the program. Community expectations have also been raised as more and more students participate in the program. Resolving the funding question will be crucial to the long-term stability of the program.

Integrating Service and Math Curriculum:

The Katherine Delmar Burke School

and Martin Luther King, Jr. Middle School.

"We have established a positive relationship with a public school, enabling us to exchange ideas and curriculum. We have broken down some of the stereotypes which exist between public and private schools."
(Elizabeth Wade; Teacher, Burke' School)

Defining Organization: Linking San Francisco.

Defining Moment: Students working together in Community Service programs.

Currently in its first year, the collaborative venture between Burke's School and MLK, Jr. is an example of an independent school extending a highly successful curriculum unit to the public sector with the hope that the unit would evolve in new and exciting ways due to the incorporation of a partner school. The project actually involves several steps: Students from the two schools (Burke's is an all-girls, predominately white, K-8 independent school and MLK, Jr. is a public middle-school, primarily African-American and Latin) visit each other's school for lunch and an assembly program. Students then participate in an overnight trip to an outdoor education facility. The final step is the actual project.

The project is a game with immense cross-curricular potential. It is titled, "The Budget Game: Developing sensitivity and respect for human needs," and was designed by Debbie Samake, a teacher at Burke's. Students are grouped into "families" who must define their situation in the community and survive there with a monthly income they are assigned at random.

Throughout the game, students are faced with the challenges of finding jobs, schools and housing. "Families" do final presentations detailing their experiences throughout the game, which are recorded on video. Following the presentations, the project culminates by the "families" identifying an issue (i.e., homelessness, schooling) in the community which stands out to them as a result of their work together. With an adult mentor, the groups identify a service agency associated with that issue (for instance, Glide Memorial Church). They contact the agency and then complete a service project for the organization. Throughout the project, students keep a journal, write essays, learn and are quizzed on the budget process and read, War of the Classes. Approximately 75 students are involved in the project this year - a 7th grade class at MLK, Jr. and a 6th grade class at Burke's.

The motivation for the project was institutional and personal. Burke's teachers felt the need for developing interdisciplinary projects, linking Math and English specifically. Elizabeth Wade felt that service opportunities could be incorporated into the interdisciplinary unit. "Our project is about raising the profile of service learning. It is about showing members of the community that service belongs in the classroom, that if we as educators are to foster whole people in our classrooms, we should invite service into our classrooms."

Linking San Francisco, an organization created to foster neighborhood cooperation and awareness, agreed to fund the project, and Burke's and MLK, Jr. provided partial support. The major obstacles in creating the program were a lack of time (schedule constraints) for bringing students together. Elizabeth Wade urges teachers and administrators intrigued with

the possibility of creating a similar project to, "Allow for lots of time, so there is sufficient time for planning and for developing positive relationships between public and private sectors." Additional funding and release time for faculty leaders are needed for the project to continue to flourish.

The benefits for the two schools are numerous: Teachers are designing and implementing curriculum together, students are working in "families" to achieve common goals, and administrators and parents are lending support. Wade and Samake hope that partnerships such as this one become more common in the Burke's program and that other schools consider implementing collaborations similar to this venture.

Character First:

Hyde School (Bath, ME) and Hyde School of Greater New Haven

"The first night, when we brought the New Haven kids up to the Bath campus for orientation, was unforgettable. It felt like mutiny. I learned a lot that night. I realized this wasn't going to be easy." (Laurie Hurd; Director, Hyde School of Greater New Haven).

Defining Person(s): Joseph Gauld, Laurie and Paul Hurd.

Defining Moment: The City of New Haven extending an invitation to Hyde to establish a magnet public school.

Perhaps the most fascinating and unusual collaboration is evolving in New Haven, CT. The New Haven Public Schools approached the Hyde School of Bath, ME, a private boarding school which emphasizes character development as the focus of education, with the idea of establishing a public magnet school based on the Hyde School principles. Now in its first year, the Hyde School of Greater New Haven is the only collaboration of this kind in the country.

Joseph Gauld is the founder and former Director of Hyde School in Bath, ME. Like Paul Cummins at Crossroads, he resigned his position as Director (and was replaced by his son, Malcolm) to create and develop a foundation - The Hyde Foundation. The primary purpose of the foundation is to disseminate the Hyde philosophy of education. The Foundation believes that the Hyde philosophy may be "something better" than what exists in most public and private schools. "The motivation for creating the foundation and undertaking the New Haven project was to extend the Hyde concept - the belief that character development should be central to one's education - to

all kids. The Foundation asks the questions, 'Are public schools still working?' and, 'Do we have something better?" (Paul Hurd; The Hyde Foundation)

Although the philosophy and program are distinctly "Hyde School," there are many remarkable collaborative components to the Hyde School of Greater New Haven. The most obvious area of collaboration is in the area of faculty development: Hyde School teachers, from the original, Bath, ME campus and trained in the Hyde philosophy, and Connecticut public school teachers comprise a faculty which participated in a month-long orientation last August at the original Hyde School campus. Most of the public school teachers who are on the faculty have feel fortunate to be part of such a radically different public school. "I saw, in this new school, a chance to grow personally. I saw concepts, such as values and character, that excited me. Everyday, I try to integrate the Hyde principles into classroom discussion." (John Russell; Teacher, Hyde School of Greater New Haven) A first-year teacher, Melissa Keating, is especially impressed with the energy of the faculty. "My student-teaching experience was very different from here. Everybody wants to be here; it was as if everybody said, 'Let's see if we can make this work.'"

The year has been a struggle and an education for Laurie Hurd, the school's Director. "Most of our collaboration has been in the area of working things out and translating the Hyde philosophy to a very different student population." There is an uneasy relationship with the local teachers union. There is a public school principal who works alongside Laurie Hurd, a situation which has not been coordinated effectively; this structure causes

confusion on the part of students, faculty and parents. The Foundation has a three-year contract with New Haven after which the Foundation team (Laurie and Paul Hurd and other Hyde school teachers) may decide to return to the Bath campus or establish another school. The school will at that point continue to operate with Connecticut-certified teachers. The Foundation hopes to establish other "Hyde Schools" across the country.

The most complex and significant challenge facing the school is translating - and adjusting where necessary - the Hyde philosophy to a very different population. The first indication that this would not be easy was during the student orientation at the Bath campus. For two weeks, the staff was joined by the New Haven students who had applied and been selected for the New Haven school. The first few days were exceedingly difficult; students were threatened with expulsion, work crew was instituted and there was a tremendous amount of one-on-one counseling. "There was a street mentality that we were unfamiliar with. We realized that this would be quite a challenge." (Laurie Hurd)

In talking with several students, it's difficult to ascertain whether the attraction of the school is the independent school ethos (small classes, a sense of community) or the philosophical orientation. Many students spoke, in positive tones, about how different Hyde is from their previous public school experience. Although they were somewhat critical of the constant emphasis on "the Hyde way," they nevertheless had a sense that they were part of a unique community. "I really like the longer day. I like being here and I love being around teachers who care. I want this school to work." ("Kisha," Hyde School student). Students remarked that Hyde was a place

where teachers, "... want you to learn. There is a different kind of pressure here. It's a pressure to do well and believe in the philosophy. At my other school, the pressure was to skip school." ("Dave," Hyde School student)

In an era of increased experimentation in public school governance and in increased privatization of public schools, there is much to be learned from the Hyde School collaborative experience. This decade will undoubtedly see more private schools sharing and promoting their philosophical and curricular approach to schooling. These schools may choose to study the Hyde experience in order to gain an understanding of the possibilities and pitfalls inherent in this kind of large-scale partnership.

Chapter Three
Lessons Learned:
Strategies and Issues

Strategies for Successful Collaboration:

Before undertaking a collaborative project, it may be beneficial to reiterate the observations from Chapter One: Collaboration should be a **means** of addressing a need or fulfilling a goal, all parties should benefit, motives should be clear and the relationship should be one of equals. A commitment to those underlying principles will help ensure the success of a collaborative project. While the rationale for public-private collaboration is relatively clear, promising strategies are more difficult to define.

What follows is a blueprint for a successful collaborative venture:

(1.) Genesis (part I): Look for commonalities.

Sandi Johnson outlines a simple way to initiate a project. "Look for commonalities. Find an issue that you share - it may be a neighborhood, an aspect of your respective school philosophies, it may be a *need* such as teacher training or curriculum development. Remember that collaborating will give you insights into your own practice."

In the uncovering of common needs, Peter Relic reminds schools that, "Our only limit, in regards to collaboration, is our imagination." Collaborations are possible in a multitude of areas. For Rivers Country Day School, in the

Boston suburb of Weston, MA and Cambridge, Rindge and Latin School in Cambridge, MA, collaboration takes the form of a Project Adventure Ropes Course constructed on the grounds of Rivers School. Students from both schools utilize the course for adventure activities, self-esteem building and group dynamics exercises. During the winter months, Rivers students use the climbing wall at CRLS. The collaboration is in its embryonic stage and plans need to be formalized for a more structured, shared used of the course. The partnership, according to John Wilson, the Rivers School coordinator of the course, is moving forward with energy and excitement. "We have established a greater understanding between public inner-city students and teachers and our independent school community."

In Minneapolis, MN, a conversation about creative ways to attract students to Science led to the development of an innovative program called REAL SCIENCE. Student teams from Breck School, an independent school, and participating public schools conduct research, create and exhibit projects, and work closely with professional scientists. In addition to collaborating with each other, teachers work in conjunction with scientists in the community towards the development of authentic curriculum units.

Collaboration is often the result of shared philosophical goals. Joining an organization such as Project Zero, the Network of Progressive Educators or Accelerated Schools may be a way of fostering cooperation between schools. For instance, public and private school members of the Coalition of Essential Schools work in tandem to investigate and clarify Coalition Principles. Whitfield School in St. Louis has hosted a teacher institute for CES for the past three years and public Coalition schools use the Whitfield campus for

their summer schools.

Perhaps the most fascinating philosophical partnership is evolving in New Haven, CT. The New Haven Public Schools approached the Hyde School of Bath, ME, a private boarding school which emphasizes character development as the focus of education, with the concept of establishing a public magnet school based on the Hyde School principles. Now in its first year, the Hyde School of Greater New Haven is the only collaboration of this kind in the country.

(2.) Genesis (part II): Build relationships.

Most educators working in this field stress several key ingredients in creating partnerships: Building alliances between private and public school teachers is fundamental to successful collaborations. Often, the most highly successful projects begin with an issue that teachers are intrigued with addressing. These projects begin with a group of dedicated teachers and their vision, not with a top-down mandate to "collaborate." Breck School is continually defining its relationship with the other member schools in REAL SCIENCE; it has not always been easy. "The collaborations with each member school have worked best where there was a prior relationship between teachers," says Lois Freun, Academic Dean at Breck. "With one school, where that didn't exist, there continues to be hard feelings and distrust."

Initial and ongoing support from independent school Heads and Boards as well the involved school districts is crucial to both the creation and

institutionalization of these endeavors. More importantly, a meaningful relationship between the people in leadership positions in the independent school and the public school or district is critical to a project's prosperity. Bill Prescott, of The Wheeler School in Providence, RI promotes the relationship between Wheeler and the Rhode Island public schools by serving on a 40 person School Improvement and Accountability Team created by the Rhode Island Department of Education (he is the only independent school person on the team). "Independent schools may or may not be perceived as part of the problem but we can and must be seen as part of the solution. My work on this task force helps our special projects (Spirit and Summerbridge) succeed."

(3.) Start small:

Consider starting a small, specific venture with a high chance of succeeding. In the case of Aim High, its early success at Lick-Wilmerding generated interest on the part of other schools. The Directors of the new sites could look to the experience of the original site and anticipate obstacles and resistance. A highly specific project, such as the curriculum project designed by Burke's School and Martin Luther King, Jr. Middle School, rather than a diffuse one is also recommended by educators involved in this field.

(4.) Examine school culture:

People who initiate collaborative programs assume that the resistance to the project will come from the "other school" and that is often not the case.

Schools may fail to resolve their own conflicts about how much community responsibility and involvement they desire. The early years of HUB were marked by incidents of bigotry on the part of campus service personnel and a belief held by Cranbrook faculty that the academic program of HUB was inferior to Cranbrook's. Melanie Spewock offers this advice: "Examine your own school culture so that you are clear about where the support and obstacles lie in your own environment. The more honest and self-assessing you can be, the less time you will spend coping with surprises."

(5.) Create an Advisory Board:

Aim High, now approaching its ninth year, is defined by its partnership with the San Francisco School District, and by the involvement and support of key public and private school educators. Although Aim High operates under the jurisdiction of the Lick-Wilmerding Board, an Advisory Board was created in 1990 and is comprised of members of the Lick-Wilmerding and Urban School Boards, the school district, and the community. The Superintendent for San Francisco middle-schools, Judy Kell, is a valued member of Aim High's Advisory Board.

"It seems to me," says Carolyn McNulty, "that a defining moment for Aim High was when the San Francisco Superintendent (Ramon Cortines, currently New York City Chancellor) suggested that Aim High add two public campuses. That was such a sign of faith in the program." The involvement of Cortines, when he was Superintendent, and currently of Kell sends a message to the community that the school district is invested in Aim High and at least partially responsible for its continued existence in San

Francisco.

One of the first tasks of the Aim High Advisory Board, and a recommended strategy for others to follow, was to develop a Mission Statement. Included in a mission statement should be a clear synopsis of the purpose of the program and a summary of what the schools seek to accomplish. From its inception, conversations concerning the topics of timeframe and longevity, funding and governance have been the prime topics during Aim High Advisory Board meetings.

(6.) Expect resistance and adjust:

Resistance is a fact of life in undertaking a collaborative project. These programs, which are usually on the periphery of schools, will be met with uneasiness and questions from both public and private school administrators and faculty. Sandi Johnson urges independent schools teachers to persevere and be willing to adjust to the unusual (which is actually the usual) in public schools: Unions, bureaucracy, staff transfers are the norm in most inner-city public schools. Collaborative programs have closed due to changes in public school leadership. Public school teachers, as well as their private school counterparts, may rightly feel threatened by the idea of a collaborative program using their school or classroom during the summer or on week-ends. Collaboration will also be less of a priority for overworked public school teachers and administrators.

Lastly, there is the underlying reality that collaborating with an independent school will be met with at least some skepticism and suspicion. "The main

causes of resistance from the public side are twofold: a general cynicism about the private sector and its relevance to public school problems, and a specific fear that private schools will use such opportunities to rake off the best students and most supportive families from the public system." (Barbieri)

One way to address the issue of resistance is to be clear about goals and purpose. A second way is to develop collaborative endeavors, such as curriculum workshops or leadership conferences, that bring teachers and principals together to work cooperatively on educational problems. Paul Cummins has accomplished this in Los Angeles by organizing New Visions II, a group of public and private school administrators who meet monthly to share problems and ideas. "The hope for New Visions II is that the administrators' cross-fertilization will nurture creative initiatives and solutions." (Kathy Seal)

(7.) Answer key questions:

As a partnership is being created and as it unfolds, responding to the following set of questions in an ongoing fashion is an important component of a strategy for collaboration:

- What is the ideal lifetime of this project? If the timeframe is limited, what will be the implications, if any, in the community when the project concludes? As Johnson says, "Set a timeframe that is reasonable, clear and mutually beneficial."

• What is the funding plan? What will be the extent of contributions from the public and private sector (include in-kind contributions)? Who will be responsible for fund raising?

• How will the program be governed? Programs may want to consider establishing separate non-profit status. The pros and cons of that decision are complicated, as seen in the Aim High portrait.

• How will the relationship between the public and private school be developed and strengthened? What kind of mechanisms (i.e., and Advisory Board) for building a relationship where both schools are responsible for the program?

• How will the project be evaluated and by whom?

• Bearing in mind that continuity is especially critical to successful collaborative ventures, who will direct the program? How will that person be evaluated? How will a successor be trained?

Public-Private Collaboration: Final Issues:

In developing and sustaining collaborations, both public and private schools struggle with complex issues including issues of governance, sustainability, evaluation and leadership. Most independent schools choose to serve as the governing body of program collaborations such as Aim High. Martha Kropf, Chair of the Aim High Advisory Board, believes that Aim High is more secure if it is both symbolically and legally attached to Lick-Wilmerding High

School: "Nevertheless, the nitty-gritty issues of liability, insurance and funding are very real and very troubling." If a private school chooses to retain governing control, involving the school district in funding and evaluation responsibilities is vital.

The question of funding is the most critical for schools initiating collaborative programs. Several distinctive, exemplary partnerships have either closed or been severely curtailed in recent years, most notably Bridges to Learning, in New York City (founded by Brearley School and P.S. 126) and SPHERE, in Hartford, CT. (a collaboration of several independent and public schools). At its height in the early 1980s, SPHERE operated an extensive summer school on eleven private school campuses that served over 1,100 public school students. Although the SPHERE Consortium is currently involved in many valuable initiatives including teacher recruitment and multicultural training, the summer component now operates on only two campuses with a total of 90 students. Communities and families had come to count on SPHERE.

Some independent school leaders accept the reality that enrichment programs have a limited lifespan. Others disagree. "When a private school opens up its campus it sends a message to the community, it raises the community's expectations," says Stephen Thomas, former Director of Aim High at Urban School. "With that expectation comes an obligation to sustain the program, especially if the program is geared towards less-privileged children." Sustaining an enrichment program means developing creative funding sources and exploring sources for endowment. According to Al Adams, developing long-term funding is an issue of education, educating

constituencies such as the private school Board, the public school district and the foundation and corporate communities. "Foundations give year after year to arts and cultural organizations. We need to educate them. They need to see that educational collaborations are just as worthy of sustained support."

Closely connected to the issue of funding is the question of evaluation. Foundations are more and more likely to require sophisticated evaluation of the program. Educators in the field talk of knowing that their particular program is effective, yet have difficulty documenting its effectiveness. Many programs such as Summerbridge and Aim High have developed a much more qualitative approach to evaluation, using a variety of tools to assess the success of the programs. Foundations, in turn, need to see the merits of these alternative forms of assessment.

A final concern of collaborative programs - programs that often exist on the fringes of their schools - is the question of leadership. Melanie Spewock believes that programs suffer due to the isolation of the people who lead them. "Too many of us work in isolation because our work is not central to our schools." Sonya Choe, Director of Making Waves, a highly successful summer enrichment program at Branson School and San Raphael High School, both in Marin County, CA, agrees: "It's crazy for programs and directors to be having such a positive impact in just a few small areas. We could be a mighty force if we could pull together. And we could support each other."

Directors of collaborative programs speak of feeling over-burdened with the

responsibility of maintaining programs in the face of financial and logistical difficulties. "Programs like ours (Bridges to Learning) are often far too dependent on one person; it's the cult of personality syndrome and it mitigates against institutionalizing." A dedicated and supportive Advisory Board can alleviate this situation by accepting responsibility for tasks such as fund raising. Several directors spoke of the need for workshops and computer networks to build a professional community and, in turn, enhance each other's work. Many also hope for a **series** of conferences to examine the value and variety of public-private collaboration.

Despite the obstacles, despite the funding constraints, educational leaders from Ramon Cortines to Bill Prescott urge schools to simply, "Do it." "Take the first step. Get out there in the community and let people know you, both personally and institutionally." (Bill Prescott)

Imagine:

In an educational climate that often fosters exclusivity and isolation on the part of public and private schools, schools and teachers from these historically separate worlds working together to enhance teaching and learning, working together to make a difference in the lives of children. It's happening.

Chapter Four: Thirty Collaborative Programs that Work:

(1.) Aim High, San Francisco: Extensive summer school for at-risk middle-school students. Four sites. Alec Lee, Executive Director: (415) 33-4021. and Aim High, St. Louis: Rick Sandler, Director: (314) 993-4040

(2.) GLSTN: Gay and lesbian educational workshops, strategies, etc.: Kevin Jennings, Executive Director: c/o Concord Academy: (508) 369-6080 (the Citybridge program can also be contacted at Concord)

(3.) Springside School and Philadelphia All-Girls High: Research project: Heidi Foster: (215) 247-7200

(4.) Westover School and Philadelphia All-Girls: Exchange program. Anne Pollina, Dean of Faculty: (203) 758-2423

(5.) Calhoun School: Faculty development and summer program for high school student. Loretta Ryan: (212) 877-1700

(6.) Dalton School and Juarez-Lincoln: Curriculum development and technology. "Concerned about the public-private gap, especially in technology." Rachel Packman: (212) 722-5160

(7.) Derryfield School: A variety of collaborative efforts including a bi-monthly forum for independent and public school teachers and the Eastern Regional Office of Summerbridge: Contact Katy Keefe-Hancock and Lynn Sorenson: (603) 669-5424

(8.) The Crane School: Curriculum development and student interaction: Stacy Ceballos-Schmidt: (805) 969-7732.

(9.) Summerbridge San Francisco and Summerbridge National Office: University High School: Lois Loofborrow, Executive Director and Tom Malarkey, Associate Director: (415) 346-8400.

(10.) Elizabeth Irwin High School: Urban Studies curriculum. Sam Parkman, Associate Teachers Coordinator: (212) 477-5316

(11.) SPHERE: The Watkinson School and Loomis-Chaffee School. A variety of collaborative programs, including a 13th year program and a summer school for public school students. Rachel Scott at Loomis-Chaffee: (203) 688-4934 and/or Charlie Todd at Watkinson: (203) 236-5619.

(12.) Hyde Foundation and Hyde School of Greater New Haven: Contact Ken Grant at the Hyde Foundation (207) 443-5584 or Laurie and Paul Hurd in New Haven (203) 787-8121.

(13.) Gill St. Bernard's School: Saturday Service. Peter Schmidt: (201) 234-1611

(14.) Calvert School: Faculty and curriculum development: M. Hall, Headmaster: (410) 243-6054

(15.) Katherine Delmar Burke School: Curriculum development: Elizabeth Wade and Deborah Samake: (415) 751-0177

(16.) Shady Hill School: Teacher training and certification: Anne Snyder, Director: 178 Coolridge Hill Rd. Cambridge, MA 02138.

(17.) Horizons-Upward Bound: Cranbrook School. Bill Washington, Director: (313) 645-3678.

(18.) Upward Bound Regional Math/Science Program: Noble and Greenough School and the University of MA at Boston: Marian Howe (617) 326-3700 or contact Ben Snyder at the same number.

(19.) Crossroads School and The Crossroads Community Foundation: Paul Cummins, President: (310) 829-7391

(20.) Whitfield School: Coalition of Essential Schools, teacher Training Institute: Mary Burke, Head of School: (314) 434-5141

(21.) Summer Prep: St. Paul and Summit School: Melanie Spewock, Director: (612) 698-2451.

(22.) Making Waves: The Branson School. Sonya Choe, Director: Branson School, P.O. Box 887; Ross, CA 94957.

(23.) The Wheeler School: SPIRIT and Summerbridge: Both are exemplary summer programs. Bill Prescott, Headmaster: (401) 421-8100

(24.) The Multicultural Alliance: Kevin Franklin and Orpheus Crutchfield: (415) 998-4849.

(25.) New Jersey Seeds: Summer school co-sponsored by three independent schools. Dwight Spann-Wilson, Director: (609) 443-6006.

(26.) St. Mary's School: Medford, OR: Faculty and curriculum development. Foreign language exchange program: Alan James: (503) 773-7877

(27.) University School: The Reach Summer Program. Kevin Kay, Director: (216) 831-1984, ext. 350.

(28.) Breck School: Real Science: Lois Freun, Academic Dean: (612) 377-5000.

(29.) The George School: Neighborhood Collaboration. Ellen Carver, Community Awareness Programs: (215) 968-3811

(30.) Rivers Country Day School: Experiental Education. John Wilson: (617) 235-9300.

Note: All progams mentioned in this project are in this Directory.

Appendix (a.): School-Business Partnerships:

The Concept of "Partnership" as a Vehicle for Change and Reform
School-Business Partnerships

Partnership....Cooperation.....Collaboration: These words are rich with meaning and connotations. These words imply developing a mutual agenda for the purpose of development, improvement and reform. For schools, the collaborative possibilities are numerous: A survey of the landscape includes school/business partnerships, school/university collaborations and, on a much smaller scale, partnerships which connect public and private schools. The movement for school reform includes a vast array of possibilities ranging from the Voucher Initiative in California to the Accelerated Schools Project. School partnerships represent a growing phenomena, a new organizational mechanism within the reform movement. This essay, part I of a two-part project, will examine the recent attempts and future prospects of school/business partnerships and examine two essential questions: What is the underlying rationale for partnerships (what does each institution hope to gain?). How are organizations thinking strategically about the process and implications of forming collaborations: Is change through collaborative endeavors a legitimate possibility?

As we have discussed extensively this fall, change is complicated and requires patience, inclusiveness and understanding; within the rapidly growing field of "partnership" this is especially true. There is a broad spectrum of possibilities ranging from minor, superficial partnerships (i.e., a philanthropic undertaking) to vital collaborations. In distinguishing a meaningful collaboration, one looks for a mutually shared and developed agenda and vision. This type of **substantial collaboration** is a more recent, and more difficult paradigm to implement and assess (Evans and Otterbourg, 1993). These initiatives venture beyond two institutions cooperating in a minimal way, each with its own itinerary, both of which are ideally met. Despite the seductive appeal of collaboration - the intuitive sense that organizations which are separate can bring together human and financial

resources as well as expertise - the jury is still out on all types of collaborative efforts. Universities and schools remain cautious about collaboration and corporate leaders are disappointed with the slow pace of reform. ("Education Week" 10/13/93) These realities lead to a final question: What are the lessons of the past ten years of the collaborative phenomena?

The movement towards school/business partnerships may be traced at least to the turn-of-the-century Progressive Era; its resurgence began in earnest following the thought-provoking and, in many respects, scathing, "Nation at Risk" report of 1983. Immediately following the report, several noteworthy projects were created: The Honeywell Corporation in Minnesota - "Success by Six", the GE Foundation - "College Bound Program", and IBM in Mississippi, "Writing to Read." (Evans, 1993). These projects, and many others, were designed as deep, layered collaborations with one mutual agenda.

Over 200,000 partnerships exist today; this flurry of projects, however, has not led to widespread reform. On the contrary, corporate leaders acknowledge unrealistic and perhaps unsound expectations and, " recognize the need for an even stronger commitment to systemic change." ("Education Week", 10/13/93)

The rationale for school/business partnerships is complex. The reasons promoted primarily, not exclusively, by the corporate world include: The desire to see tax revenues effectively utilized, the need for a technologically literate and skilled work force (graduates who can cope with fast-paced computer advances), and the ambition to be competitive with Japan and Germany (Cuban, 1984). These reasons are legitimate. The business community spends upwards of $30 billion on educational training programs. "Business needs the schools and is growing serious about improving education.... the business community knows it must rely on schools to graduate an adequate supply of human capital." (Justiz and Kameen, 1987). The need on the part of elementary and secondary schools for financial and strategic support is genuine: 97% of the billion dollars that corporate

America has been investing in education goes to higher education; those monies only impact the survivors of secondary schools (Justiz and Kameen, 1987). This harsh reality leads one to wonder whether the the corporate world is genuinely interested in school and societal reform.

The desire of the corporate world to become a partner in education reform should be examined with skepticism. Corporate task forces (i.e., The California Roundtable) often promote fragmented blueprints for reform. Recommendations by such groups may generate illogical conclusions. An example from the Roundtable is the assumption that higher test scores, rather than systemic innovation, will lead to graduates more prepared for the marketplace and work force. Often certain proposals (merit pay) reflect a lack of understanding of the intrinsic nature of teaching and schools. Tying disparate ideas (for example, the establishment of nonprofit organizations to target specific schools needs, advertising campaigns, lobbying efforts) into a cohesive reform package has yet to be done. (Cuban, 1983). This kind of disorganization reflects a lack of cogitation concerning the process of change and the need for reform.

Corporations are often generous in funding special projects and simultaneously unwilling to support district or state-wide tax increases designed to generate sustainable school reform: "The issue of raising taxes to finance school improvement continues to divide the business community, and it is clearly the difference between the current spasm of so-called reforms - mainly exhortations that students perform better and that teachers work harder - and any more serious attempt to come to grips with the structural and fiscal prerequisites of reform." (Mann, 1987)

It is also worth noting that collaborations with schools coupled with the desire for measurable reform and results are long-term ventures: The business community certainly has other options for responding to their own disaffection.

Take the matter of business dissatisfaction with high school graduates. The least likely, least certain, and least exercised response to this problem on the part of business is to create a school/business alliance. If a business does

not like the quality of applicants in a given labor pool, it is apt to move to another locale.....
More businesses have moved their assembly operations out of the United States than have joined in support of Ted Sizer"s Coalition of Essential Schools."(Mann, 1987)

The business community, through a variety of programs such as Junior Achievement and Adopt-a-School Programs, certainly gain an understanding of school life and issues. Does the business community have expertise to offer? Can the business world implement change in an effective way? While the motives for most partnerships may be complex, contradictory and fragmented, business has initiated crucial reform in at least one key area: The dropout crisis. During the early 1980s, the corporate community recognized that the dropout crisis had reached overwhelming (and costly) proportions; it joined educators in a sustained search for solutions.

Several examples merit attention, both for the expertise offered by corporations and the lessons regarding change. Digital developed a partnership with the Oxford, MA schools entitled Cooperative Federation for Education Experiences (COFFEE). The Oxford schools were decades behind the times in computer education. The foundation of this collaboration (it appears to fulfill the definition of collaboration) is an alternative occupational training component that offers computer training and work experience.

Similar programs followed COFFEE in the area of dropout recovery: a National Partnership called Cities in Schools (a noteworthy example, Rich's Academy in Atlanta, GA) and The Peninsula Academies of Menlo Park, CA (sponsored by Hewlett-Packard). The these cases, the collaboration began with design and extended to structural, curriculum and assessment policies. The expertise offered by the corporate world went beyond financial resources (Justiz and Kameen, 1987). Collaborations geared towards at-risk students which emphasize intimate environments and work-related experience have been highly successful in training high school dropouts. The corporations involved have also gained a deeper understanding of curriculum and faculty development (Justiz and Kameen, 1987)

Despite the several substantial successes in the creation of corporate partner schools for dropouts, there is valid criticism. The dropout numbers deeply impact the fabric of communities; nevertheless, few corporations are involved in reforming this situation. The initiatives mentioned are designed to recover dropouts rather than preventing the acceleration and continuation of the problem. Real prevention requires being engaged with schools, as an equal, knowledgeable player, in examining school reform and change.

"For 25 years the dropout rate has remained a stable 25% of the entering high school sophomore class. Tinkering has not worked, but would some sort of new coalition between businesses and schools fare any better? Neither party to such a coalition is passionately convinced that a solution exists that is any better than the isolated project approach." (Mann, 1987)

Perhaps one obstacle to genuine dialogue and change is a reluctance to engage in conflict. There is clearly tension between these two spheres, some which may be the result of corporate proposals, the Edison Project and the assumption that private enterprise mechanisms could be automatically applied to the public school system; nevertheless, one of the main strengths of a successful collaboration is differing perceptions. "The processes of communication, negotiation, compromise and feedback are important elements in the business/school partnerships and these processes can be greatly aided by a linking organization whose *raison d'etre* is to draw together the public and private sectors to achieve a common mission." (Justiz and Kameen, 1987). Cuban acknowledges that corporate-driven coalitions lobbying for systemic school reform have a unique potential: "With corporate involvement, new opportunities for imaginative collaboration appear. Business involvement will generate sharp criticism and debate."

By shifting the overall climate from pessimism to cautious optimism, corporate collaborations (more substantial initiatives that philanthropic

endeavors or limited partnerships) could provide sustained reform. Both parties need to recognize that the process of developing, implementing and assessing large-scale collaborative reforms will require adhering to effective change strategies (time, consensus, wide-involvement and, perhaps, the use of a facilitator such as Cities in Schools or Hewlett-Packard). Schools must understand that businesses will raise timely, uncomfortable and even unfair questions about school practice and professionalism.

Businesses must realize that real reform is more formidable than limited financial support: it involves looking at the issues of an entire community and developing consistent policies which will promote progress. Once created and undertaken, the corporate community then has the obligation to develop mechanisms to ensure the sustainability of these collaborations. To return to the question, "What are the essential lessons?" A commitment to understanding that each institution has strengths and expertise..... A belief that the change process is complex.....A engaged belief in profound reform.

Part II of the project will contrast school/business partnerships with collaborations within **types of educational institutions:** School/university collaborations (analyzing primarily the Boston University/Chelsea School District and Puget Sound Educational Consortium) and collaborations between public and private secondary schools (exploring Aim High, San Francisco and the Crossroads Schools, Los Angeles). Will the obstacles and conflicts be similar? Is the legacy of these collaborations one of successful change and reform? What are the lessons? What are the possibilities and their implications?

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Appendix (b.):
School to School Collaborations:
A Deeper Look at the Concept of Partnership:

The previous essay in this two-part project investigated the concept of "partnership" as a vehicle for reform and focused strictly on school/business relationships. Partnership and collaboration are ideas that are rich with meaning and potential; nevertheless, they are also ripe with obstacles. This essay will shift the area of focus to partnerships **between educational institutions**, specifically school/university collaborations: The Boston University/Chelsea, MA compact will be briefly examined as a contrast to the Partnership, based at the University of Southern Maine. In exploring the Partnership, the motivations, obstacles/challenges and legacies will be examined. The conclusion will return to the questions that frame both essays, "What are the essential lessons and implications of collaborations?" "How are organizations thinking strategically about the process of establishing collaborative initiatives?" "Are these projects possible levers for inventive and sustained reform and, if so, under what framework?"

Collaborative initiatives should ideally venture beyond two institutions cooperating in a minimal way, each with its own itinerary, both of which are met. My own definition of collaboration is an endeavor designed to be deep, layered, responsive to change and sharing one mutual agenda.
School/university partnerships have a complicated, checkered history and have surfaced in a variety of formats. A drastic example of partnership (in the minimal sense of the word) is the Boston University/Chelsea, MA School District agreement, a ten-year contractual agreement signed in 1989. In that year, Boston University became the first university to direct and manage an entire school district. The goal of the arrangement, according to Boston University: To transform Chelsea public schools - to create day care centers, preschool programs, mentor projects, individual learning plans and extensive teacher training. (Chira, pg. 58)

Much can be learned from the early responses to the partnership. Michael Heichman, a school district teacher for 20 years supports many of the changes, yet adds: "This is a colonial kind of relationship. If they had come in here in a cooperative way, involved teachers and the community more, I think they would be further ahead. My hope is that they will see the light and start repairing the damage." (Chira, pg. 58) Boston University has brought the community a talented, bilingual superintendent and Chelsea teachers their first opportunities for professional development, vastly improved computer facilities and several superb pilot programs (i.e., an intergenerational literacy program). The most difficult task facing the superintendent, Diana Lam, is teachers across the district, "demoralized by Boston University's widely publicized condemnation of Chelsea schools." (Chira, pg. 58)

The rationale for establishing the BU/Chelsea partnership may have been a combination of altruism and intrigued challenge on the part of BU; to BU's credit, its was responding to a mutually acknowledged grave crisis (the Chelsea schools were uniformly considered the lowest achieving and least funded in the state). "Plagued by high dropout and and pregnancy rates and rock-bottom standardized scores, Chelsea schools were also starved of money by a town with one of the lowest average incomes in Massachusetts." (Chira, pg. 58) Nevertheless, the relationship was not one of equals and the motivations of some of the players involved (John Silber, President of BU and former MA gubernatorial candidate) were clearly political. Several other notable school/university partnerships have thought more profoundly about the process and nature of collaboration.

The Southern Maine Partnership began in 1984 under different influences and with different inducements from the BU/Chelsea project. Initially, the Partnership was comprised of six school districts and the University of Southern Maine. The original leadership was deeply influenced by John Goodlad's conception of school/university partnership as, "'A device for bringing together institutions that need each other for the solution of tough problems.'" (Miller and O'Shea, pg. 2)

In this instance there was not a monumental crisis situation in the participating schools. The underlying motivation reflects a lovely combination of clarity and ambiguity. "It was formed to facilitate bringing together knowledgeable people to question, to discuss, to solve problems and to access pertinent information..... answers would not be handed down by professors. Instead the answers would come from group problem solving and individual initiatives... The connection with the Partnership was one of equality." (Miller and and O' Shea, pg. 5) What did this new mind-set of inquiry and open reflection mean? Teachers, administrators and university professors all engaged in rethinking schools, curriculum, learning and the profession of teaching.

The players in this collaborative endeavor came together in an egalitarian relationship and with an understanding and willingness to allow the collaboration to emerge. In its infancy stage, the Partnership established four educator groups each with a specific focus (early childhood, math, middle school or secondary school). Superintendents and principals created their own respective groups. The groups were designed as the central focus of the Partnership, "a way for people to talk about and play with big ideas." (Miller and O'Shea, pg.2) Gradually, as the group work flourished, an agenda emerged - active engagement in the concept of "restructuring". As the goals of the Partnership became more formalized, difficult issues relating to the process of change in the **culture of partnership** emerged.

The educators involved in the Partnership, specifically those at Narragansett School (Cynthia O'Shea is Principal) developed a new relationship with the Partnership: "Teachers became resources to other member schools giving workshops, providing consultation and making presentations. They felt empowered and confident." (Miller and O'Shea, pg. 10) As restructuring became an explicit part of the Partnership's agenda, both the ethos of the organization and the needs of its members changed. Three issues, or obstacles, merit attention: The complexity of a dual focus (individual teacher development and school restructuring), the formation of "in" and

"out" groups within the community of educators and the loss of intimacy and "we-ness" that the original group members so strongly felt.(Miller and O'Shea, pg. 12)

As the Executive Director of a public school/independent school partnership in San Francisco, CA, these issues resonate clearly, particularly the loss of community ambience due to growth and expansion. According to Miller and O'Shea, after five years of existence these issues, along with the desire to embrace the University more fully in the Partnership, resulted in the reframing/renewal of the organization. The initiatives established included: Educator groups, the Foxfire approach, Assessment grants, Demonstration grants, Teacher education and involvement in the Essential Schools Network.

Each of these programs was created in direct response to the afore mentioned issues. For instance, the Extended Teacher Education Program was created and directed by the Partnership. Teacher education had been strictly under the domain of the University; With ETEP, teacher education (both design and content) became a shared enterprise. Each of the five ETEP sites is co-directed by a university faculty member and a public school faculty member. "ETEP represents a marked departure from 'business as usual' in teacher education. It involves the university as a full member in the Partnership, not as a collection of individuals. It acknowledges that teaching is a shared profession involving both school and university faculty with each having a stake in teacher education and knowledge about how to do it." (Miller and O'Shea, pg. 22)

Perhaps as significant as the Partnership and its component pieces are the parables concerning school/university partnerships. The overarching premise, noted by both Miller/O'Shea and Lieberman, former Executive Director of PSEC, is the notion of a "third culture:"

"The new school/university partnership may indeed provide an alternative model because it threatens neither organization, relying as it does on the 'strength of weak ties'..... Instead of trying to force old forms to produce new activities, conflict may be ameliorated by creating structures that emanate from producing activities. Learning together, building structures that support collective work, and articulating those learnings in both schools and universities can provide powerful means for creative innovative activities and programs - and for institutionalizing them." (Lieberman, pg. 152)

The lessons derived from the Partnership and Lieberman's Puget Sound Educational Consortium (PSEC) are certainly applicable to other types of collaborations between educational institutions. Miller and O'Shea denote several key ideas: Partnership is forgiving and accommodating, partnership focuses on both individual and organizational development and partnership draws on its own membership for leadership. (Miller and O'Shea, pg. 23-25). Their crucial point is that partnership is emergent. "Our focus, like our structures, became refined and clarified over time.... It assumes that people engaged in authentic conversation and shared work can create and recreate organizational form and focus for themselves." (Miller and O'Shea, pg. 23).

On a related note, Lieberman stresses the exigency for creating a vision. "... the vision we put forward must be broad enough to allow room for the participants to create meanings, initiate activities that promote them and form groups to work with." (Lieberman, pg. 152). In my work in the realm of public school/private school collaboration, the need for a mutually developed and shared agenda is critical. At the recent ERB Conference in New York, Sandra Johnson (English Teacher, Philadelphia All-Girls High School) spoke eloquently of several public/private collaborations in which she is involved, specifically a research project on gender and class issues in female high school students.

Johnson asked each member of the audience to think about what we might share with another school, a school which may appear to be very different

(for example: Philosophy, a neighborhood, research and facility needs): That is where a shared vision is born. In Johnson's view, collaborations give all parties, "An opportunity to break traditional barriers, to increase understanding and to give us insight into our own practice." She encouraged those of us in the audience from the independent sector to be willing to adjust to the unusual (bureaucracies, unions, etc.) and to set goals that are mutually beneficial, to avoid a superior/inferior relationship(Johnson, ERB Conference) Lieberman refers to the need to confront the interrelated issues of bureaucracy and gender in the creation and institutionalization of collaborations, ".. since they (the issues) will inevitably affect the structure and content of the organization." (Lieberman, pg. 156)

Despite the appeal of collaboration - the intuitive sense that organizations which are separate can bring together resources as well as expertise - there are difficult, complicated ideas which should be integrated into these initiatives. The findings of the RAND Study are applicable to the partnership concept: The notion of "mutual adaptation", the necessity of all parties involved in change to be adaptive, colleagial and passionate. And, finally, the point that schools must gear up for problem-solving not problem-hiding should, obviously be extended to both schools and universities. Lewin's work regarding "refreezing mechanisms" and the urgency for institutionalizing is particularly relevant: Institutionalize while making change; stop and talk at certain points; trust and talk. In fact, the strength of collaboration is also a serious weakness: "The collaborative ideal has to be maintained by the visions, values and practices of leaders and the kinds of structures and activities that are created. (Lieberman, pg. 152)

The Boston University/Chelsea compact and the Partnership offer glaring contrasts in both the strategies and type of school/university partnership. Granted, the BU/Chelsea partnership was created in response to a crisis of great depth; nevertheless, had the endeavor been approached with the strategies suggested in the RAND Study and with similar thoughtfulness to the University of Southern Maine Partnership, the initial years might have

been more mutually successful. In returning to the final guiding question of this essay, "Are these projects possible levers for sustained reform", the Partnership exemplifies the profound possibilities inherent in school/university collaborations; nevertheless, the ultimate answer depends on the likelihood of institutionalizing. "If the changes that are are initiated (by partnerships) can be institutionalized, these partnerships may come to be seen as one of the important reform strategies of this era." (Lieberman, pg. 156) Both institutions must share the belief that **sustained, meaningful reform** is possible through these enterprises.

If there were a Part III for this assignment, it would focus on the rationale for, and obstacles embedded in, public school/private school collaborations - an area rich with possibilities and tensions. In a sense, there is a Part III (the Klingenstein Project, second semester) which I would be delighted to share with anyone interested!

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it is finished!!

Dear Principal, Headmaster, Director of Special Projects:

I am currently a participant in the Klingenstein Fellowship at Teachers College, Columbia University. When not at Teachers College, I am Director of Aim High, a public/private summer school in San Francisco, and a History teacher at Lick-Wilmerding High School. My Klingenstein project is an exploration of independent school & public school collaborations as a vehicle for community development. I am investigating the rationale and obstacles for such collaborations, completing a series of case studies, and including a Directory of existing and potential programs. I would like to know if your school is involved in any kind of partnership with the public school sector (program, curriculum, research, etc.). Would you take a few minutes to complete this survey and return it to me by March 15. Thank you and I hope I can return the favor at some point in the near future.

1.) Do you have an existing collaborative effort with a public school (or school sytem): Please briefly describe the program:

a. What was the motivation (personal and/or institutional) for creating the program:

b. Who initiated the program:

c. Who funded the program initially? How is it funded now?

d. How is the program governed:

e. What steps have been taken to institutionalize your program?

f. If you do not have an existing program, are you planning one?

2.) Are there any characteristics of your program which make it unique when compared to other collaborations: What are its COLLABORATIVE features: (over.....)

3.) What were some of the obstacles in creating your program - difficulties with your own school or with the public school? How would you characterize the relationship between your independent school and the collaborative program - what are the benefits your school receives from the program?

4.) Is it possible to pick a "defining moment" and a "defining person" in your program's history:

5.) Any promising strategies you might recommend for creating a public/private collaboration?

6.) What do you see as the underlying rationale for these types of collaborations:

7.) (a.) Would you be interested in joining a Network of Directors to exchange ideas, curriculum, programs?

(b.) Would you be interested in attending a conference in San Francisco during the next academic year (1994-95, Spring Semester) to explore public/private collaborations and exchange ideas:

(c.) Any final comments or questions:

Your name and position:

School address and phone number:

Best wishes. Thank you very, very much. Please feel free to include materials and/or call me with additional info:

Please mail, by March 15, to:

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